

Childminder report

Inspection date: 8 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe in the childminder's care. They have good opportunities to use public transport and visit places of interest, such as museums. This promotes their understanding of the world around them. Children behave well and gain confidence in their own abilities. Older children use the upstairs bathroom independently and learn how to use a knife to spread butter on their bread. This helps to support their growing independence.

The childminder expects children to achieve well in their learning and offers a broad range of experiences across the curriculum. She makes sure resources in the playroom are easily accessible, so that children can see what is available and make their own choices. There is scope for the childminder to develop stronger links with other settings children attend and to better support younger children with their speaking skills.

Children develop their understanding of early mathematics when they count aloud with confidence and place numbered objects in the correct order. They learn to identify and solve simple problems by themselves. One example of this is when they notice the ripped page of a book and suggest that they mend it using sticky tape.

What does the early years setting do well and what does it need to do better?

- The childminder has improved the quality of her provision. She has used her close connections with other childminders to help her reflect on her practice. Guidance from the local authority adviser and further training, for instance on observation and assessment, has helped to strengthen children's learning.
- Partnerships with parents are effective. Parents report that the childminder provides a safe and nurturing environment. They say she communicates well with them about children's learning and provides relevant activities to try at home. However, the childminder does not maintain the strongest links with other settings children attend to enable them to share information about children's learning.
- The childminder teaches children well. She uses her assessment of children's development to decide what they need to learn next to help them make progress. Children remember and talk about their experiences, for instance, about bonfire night. They enthusiastically join in with singing action songs and laugh as they dance around with scarves making the 'whoosh' sound of fireworks.
- Children demonstrate their literacy skills, for instance, when they say and write the letters of their names. They particularly enjoy sharing books, which the childminder reads in a way that captures their attention well. One example of

this is when she uses her voice to express different feelings and events in the story. This excites children and they want her to read more.

- The childminder demonstrates respectful behaviour for children to copy. She gives children consistent messages about what is expected of them. Children are polite and they learn to understand the difference between right and wrong.
- Children enjoy eating together at mealtimes. They follow handwashing routines and show good table manners. For instance, they ask to leave the table when they have finished eating and remember to say 'pardon me' when they burp.
- Daily routines are used well as an opportunity for children to learn. For example, at lunchtime, the childminder shows children different shapes and asks them to choose shapes for their sandwiches.
- The garden is currently unsafe for children to use. Therefore, the childminder takes children out in the local area for daily exercise and active play. Children walk to and from school. They enjoy outings to play centres and local parks. This ensures children continue to benefit from physical activity while the garden is not in use.
- The childminder engages children in conversations to help them to develop their language and communication skills. However, she does not focus sharply enough on ways to help younger children to make the best progress in their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding responsibilities. She knows how to recognise children who may be at risk of harm and how to report concerns. All adults in the household have been vetted to ensure their suitability. The childminder makes sure children are kept safe and she keeps a record of any visitors to her home. Children learn to take supervised risks, for instance, when they use the large play equipment at the park. They learn about road safety and are taught not to talk to people if they do not know their name.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen ways to engage more effectively with other settings children attend to maintain a shared approach to children's care and learning
- focus more precisely on younger children's communication and language development to help them make the best possible progress in their speaking skills.

Setting details

Unique reference number	EY280216
Local authority	Stockport
Inspection number	10098631
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Marple, Stockport. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Jan Linsdell

Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents' views were taken into account through written feedback provided.
- The inspector looked at a sample of documents, including the childminder's first-aid certificate and evidence of the suitability of household members.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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